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ABSTRACT

The second year of the International Academy for Bilingual Education and Bicultural Studies program in New York City is described. The program provided instructional and support services to 40 Chinese- and English-speaking students in one pre-kindergarten and one kindergarten class at P.S. 1 in community school district 2. Half of the students were English proficient (EP) and half were limited-English proficient (LEP). The project used a home language survey as well as parent and teacher evaluation to determine whether students were EP or LEP. Emphasis of the project was on providing all participants with an enriched program of bilingual education, using language development and activities within the framework of whole language methodology. Parents played an important role and were present in the classroom throughout the year, and staff attended monthly workshops. The Office of Research, Evaluation, and Assessment assessed dual language proficiency and English language skills. The project met all its pre-kindergarten objectives: social and academic development, content areas, arts, health education, physical education, and multicultural awareness. The project also met its kindergarten objectives for English as a Second Language, but not for dual language. It met the objectives for staff development and parental involvement. One recommendation is offered: to reevaluate the definition of dual language proficiency, since the checklist criteria may not have been appropriate. (LB)

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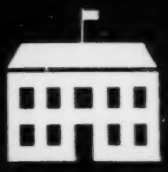

OREA Report

The International Academy for
Bilingual Education and Bicultural Studies
Community School District 2, Manhattan
Grant Number: T003C00032
1991-92

FINAL EVALUATION REPORT

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7/92

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Thanks are due to Joanne Lynch for collecting the data and writing the report.

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EXECUTIVE SUMMARY

The International Academy for Bilingual Education and Bicultural Studies was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project. This was its second year of service. The program provided instructional and support services to 40 Chinese- and English-speaking students in one pre-kindergarten and one kindergarten class at P.S. 1 in community school district (C.S.D.) 2. Half of the students were English proficient (EP), and half were limited English proficient (LEP). The project used a home language survey as well as parent and teacher evaluation to determine whether students were LEP or EP.

The International Academy for Bilingual Education and Bicultural Studies was fully implemented. The emphasis of the project was on providing all participants with an enriched program of bilingual education, using language development and activities within the framework of whole language methodology.

Parents played an important role in their children's education and were present in the classroom throughout the year. The project met its parental involvement objectives for attendance at meetings and participation in activities. Project staff attended workshops each month.

The Office of Research, Evaluation, and Assessment (OREA) evaluated checklist scores provided by the program to assess dual language proficiency and results on the Language Assessment Battery (LAB) to assess English language skills. OREA also assessed information obtained through interviews and observations.

The project met all its pre-kindergarten objectives--social and academic development, content areas, arts, health education and physical education, and multicultural awareness. The project met its kindergarten objectives for E.S.L., but not for dual language. The project met its objectives for staff development and parental involvement.

The following recommendation was made based on the findings of this evaluation:

- Reevaluate the definition of dual language proficiency, since the checklist criteria may not be appropriate.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the International Academy for Bilingual Education and Bicultural Studies at P.S 1, Manhattan. The project was funded by Title VII of the Elementary and Secondary Education Act (E.S.E.A.).

SETTING

The program operated at P.S. 1 in community school district (C.S.D.) 2. The student population in C.S.D. 2 was 33.5 percent Asian/Pacific Islander, 28 percent European-American, 23 percent Latino, 15.3 percent African-American, and 0.2 percent Native American. The percentage of limited English proficient (LEP) students in the district was 15.8. Fifty-two percent of the students in the district were from low-income families and were eligible for the free lunch program.

The ethnic distribution of students at P.S. 1 was as follows: of the 650 students who attended P.S. 1 during the 1991-1992 year, 72 percent were Asian-American, 15 percent were African-American, and 13 percent were Latino. Thirty-eight percent were LEP. Seventy-five percent came from low-income families.

PROJECT STUDENT CHARACTERISTICS

The International Academy for Bilingual Education and Bicultural Studies served 40 students: male students numbered 18 (45 percent), and females numbered 22 (55 percent). The project used a home language survey as well as input from parents and teachers to determine if students were LEP or English proficient (EP).

NEEDS ASSESSMENT

Prior to establishing this program, C.S.D. 2 carried out a needs assessment to determine the educational needs of the LEP and EP students targeted for developmental bilingual instruction, as well as the needs of their families and of the project staff. Over 100 families were interviewed prior to the first year of programming. The target students were from recent immigrant families and were in need of a program to start effective learning of English and of American culture and give them an orientation to the school and the education system.

NARRATIVE DESCRIPTION

In its second year of service, 1991-92, the program provided instructional and support services to 40 Chinese- and English-speaking students in one pre-kindergarten and one kindergarten class. There were 18 pre-kindergarten and 22 kindergarten students. Of these, 20 (50 percent) were EP and 20 (50 percent) were LEP.

The emphasis of the project was on providing LEP and EP students with an enriched program of bilingual education, using language development and activities within the framework of a whole language methodology (using language in real and relevant ways). The International Academy for Bilingual Education and Bicultural Studies was based on the theory that LEP students benefit most from approaches which emphasize their strengths--native language ability and knowledge of their own culture--rather than their lack of proficiency in English. Staff participated in

well-attended workshops. Parents were active in their children's education and participated in various activities and meetings throughout the year.

The project originally intended to provide extended-day (8 a.m. to 6 p.m.) instruction to all students, but the cost was prohibitive. Instead, the program for both pre-kindergarten and kindergarten students ran from 8:45 a.m. until 3:00 p.m.

STAFFING

Title VII Staff

Title VII-funded staff included two paraprofessionals, a staff developer, and a community liaison. The paraprofessionals and the community liaison staff member were high school graduates. The staff developer had a master's degree, was a native speaker of Cantonese, and had over 11 years of experience working with LEP students. The community liaison was a native speaker of Cantonese, Mandarin, and Toisenese. The paraprofessionals each had four to six years of experience in working with LEP students, but were not proficient in Chinese. The program plans to hire Chinese-proficient paraprofessionals for the 1992-93 school year.

Other Staff

Tax-levy funds paid the salaries of six teachers, three of whom had master's degrees and three bachelor degrees. Four of these teachers were teaching proficient in Chinese, while the remaining two were native English speakers with no proficiency in Chinese. Two of the teachers had more than 11 years of experience in working with LEP students, one had seven to ten years, two had four to six years,

and one had one to three years. Five of the teachers had obtained a teaching certificate, and one had a bilingual certificate.

MATERIALS

Classroom teachers used storybooks written in both Chinese and English, as well as dolls, blocks, and a variety of manipulatives.

STAFF DEVELOPMENT ACTIVITIES

All project staff attended workshops each month. Topics included "Whole Language," "Puppetry and Music," "Language Development, Sharing Literature and Ideas," and "Creative Curriculum/Room Arrangement."

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents played an important role in their children's education. At the pre-kindergarten level, the school provided breakfast for the parents to enjoy in the classroom with their children. Most parents participated in this activity and interacted with their own and other children by reading them stories and drawing pictures with them. Parents were also invited to the classrooms for holiday celebrations. There was a strong Parent Advisory Council (PAC) at P.S. 1. Project students' parents were also active in the Parent Teacher Association (P.T.A.) and attended classroom meetings throughout the year.

II. EVALUATION METHODOLOGY

OBJECTIVES

Student Outcomes

- At least 90 percent of participating pre-kindergarten children will improve their adjustment to the school environment; development of interpersonal relationships (with peers and adults); memory, thinking, and reasoning skills; use of materials; and speaking and listening skills, as measured by teacher logs, checklists, and monthly reports.

- At least 90 percent of participating pre-kindergarten children will make appropriate progress in each of the following areas: arts, communication arts, health education, mathematics, music, physical education, science, and social studies, as measured by teacher logs, checklists, and monthly reports.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of reading-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of mathematics and problem solving-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

- At least 90 percent of participating pre-kindergarten children will improve their ability to develop their thinking skills, solve problems, and do creative work, as measured by teacher logs, checklists, monthly reports, and Student Product Assessment Forms.

- At least 90 percent of participating pre-kindergarten students will improve their knowledge of and attitudes toward their own and other's cultures, as measured by classroom instruments and teacher observations.

- At least 90 percent of students who have been in the program for two years will attain dual language proficiency.

- At least 90 percent of students who have been in the program for two years will demonstrate improved native and second language literacy.

- Participating LEP students will show a greater improvement on the English language version of the Language Assessment Battery (LAB) greater than that of a non-project comparison group.

- Participating students will improve their English language skills as demonstrated by a significant increase in scores on the LAB as measured by a correlated t-test for significance between pre- and post-test scores converted into Normal Curve Equivalent (N.C.E.) units.

Staff Development

- At least 80 percent of participating teachers and paraprofessionals will demonstrate an increased knowledge of project content and methodology, as measured by pre- and posttraining questionnaires.

- At least 80 percent of participating teachers and paraprofessionals will improve their ability to use project content and methodology in a bi-cultural, bi-lingual educational setting, as measured by pre- and post-questionnaires and by structured classroom observations by the Project Director and an independent evaluator.

Parental Involvement

- At least 60 percent of the parents of participating LEP and EP students will take part in three or more activities for parents, as measured by attendance records for parental involvement activities.

- An average of 60 percent of the parents of participating LEP and EP students will attend regular parents' meetings, as measured by the attendance records for each meeting.

INSTRUMENTS OF MEASUREMENT

Because of the age of the pre-kindergarten children, no formal tests were administered to them. OREA collected data based on teacher observations. OREA assessed the E.S.L. objective for kindergarten children by comparing pre- and

posttest scores on the Language Assessment Battery (LAB), using Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction, and that participating students' gains are attributable to project services. Project staff developed a checklist to examine English- and Chinese-language skills. (See Appendix A.)

To assess the staff development objectives, OREA developed and analyzed the results of a questionnaire. (See Appendix A.) To assess the parental involvement objectives for activities and meetings, the project director provided attendance rates.

DATA COLLECTION

In order to collect data, the evaluation consultant made visits to the school site to observe classes and conduct interviews with the project director and the principal. Correspondence between OREA and project personnel was maintained over the course of the school year. The project director collected data throughout the year and prepared it in accordance with the Data Collection and Evaluation System provided by the Office of Bilingual Education and Minority Language Affairs (OBEMLA). OREA received and analyzed the data in order to complete the evaluation process.

DATA ANALYSIS

OREA used a gap reduction design to evaluate the effect of dual language instruction on kindergarten students' performance on the standardized tests. Since it is difficult to find a valid comparison group, OREA used the groups on which the tests were normed. Test scores are reported in N.C.E.s.

To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the pre- and posttest of the LAB. The *t*-test determined whether the difference between the pre- and posttest scores was significantly ($p<.05$) greater than would be expected by chance variation alone.

The objective for improved literacy could not be measured, as this was the first year that the checklist was used.

EVALUATION VALIDITY

The International Academy for Bilingual Education and Bicultural Studies and OREA minimized error by providing for proper administration of the evaluation instruments at 12-month testing intervals, training test administrators in proper procedures, scoring tests and converting scores electronically, and using data collectors, processors, and analysts who did not have any vested interest in the success of the project.

III. EVALUATION FINDINGS

The International Academy for Bilingual Education and Bicultural Studies carried out the instructional activities specified in its original design. Students were able to develop their native and second languages as well as cover the fundamental curriculum. Project teachers used a whole language approach, both in the native and the second language. At the pre-kindergarten and kindergarten levels, all instruction took place in both English and Chinese.

STUDENT OUTCOMES

Pre-kindergarten Objectives

- At least 90 percent of participating pre-kindergarten children will improve their adjustment to the school environment; development of interpersonal relationships (with peers and adults); memory, thinking, and reasoning skills; use of materials; and speaking and listening skills, as measured by teacher logs, checklists, and monthly reports.

At the beginning of the school year, small groups of children attended classes on a staggered basis in order to ease their adjustment to school. Throughout the year, parents joined their children for breakfast in the classroom and stayed for part of the day. As the children's independence increased, the parents spent less time in the classroom.

In order to help children develop interpersonal relationships, program staff used learning centers, role-playing with puppets, and other theatricals to reenact situations with peers and adults.

In order to foster memory, thinking, and reasoning skills, students were encouraged to verbalize their experiences. They also used manipulative toys and sang songs.

The classrooms had discrete learning centers, including centers for science, sand and water play, household chores, blocks, reading, audio, cooking, and arts and crafts. Each class also had a menagerie with many kinds of animals, including fish, frogs, turtles, rabbits, hamsters, crabs, and insects.

In order to reinforce listening and speaking skills, every morning the children discussed their experiences, the weather, holidays, and current events. Students shared stories, books, games, and songs with each other.

In each area of social and academic development, 100 percent of the students made progress. The program met the social/academic development objective.

- At least 90 percent of participating pre-kindergarten children will make appropriate progress in each of the following areas: arts, communication arts, health education, mathematics, music, physical education, science, and social studies, as measured by teacher logs checklists, and monthly reports.

Art was an important part of the day for project participants. Students painted played with clay and play dough, cut and folded paper, and made collages. The children's work was prominently displayed around the classroom.

In order to enhance learning in communication arts, the class used storyboards, from which the children read, wrote, and told each other stories.

Health education was taught to students through discussing personal hygiene nutrition, and environmental issues.

All children learned to count in both English and Chinese. Cuisinaire rods and other manipulatives, such as sand and water, were used in order to foster skills in mathematics. When discussing birthdays, age, the calendar, and attendance, mathematical concepts were addressed.

A music teacher visited the classroom and presented songs in both English and Chinese. Music was played in the classroom throughout the day and was an important part of the learning process. Children sang and danced together to the music.

Students engaged in physical education daily in the indoor gym or the schoolyard. They performed gymnastics, played with hula hoops and bean bags, and participated in group activities.

Science topics were discussed when children used the sand and water centers. The children also cared for the classrooms' many animals.

Children learned about the community while taking walks around the neighborhood. They visited the American Museum of Natural History and the Children's Museum. Chinese and American cultures were discussed throughout the year and were used as themes for art created by the children.

In each area, 100 percent of the students made progress. The project met the objective for progress in content areas, arts, health education, and physical education.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of reading-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

Objects in the classrooms were labeled in English and Chinese. Students would retell stories after project staff read to them. Virtually all students recognized the letters of the alphabet and, in some cases, the sounds of the letters. The children were able to identify their own as well as other children's names. By the end of the year, they were able to write their own name.

The project met the objective for demonstration of reading-related skills.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of mathematics and problem solving-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

- At least 90 percent of participating pre-kindergarten children will improve their ability to develop their thinking skills, solve problems, and do creative work, as measured by teacher logs, checklists, monthly reports, and Student Product Assessment Forms.

At the conclusion of the school year, most students could recognize numerals and were able to count to ten, and some could count to twenty. Problem-solving and thinking skills were taught through a variety of activities, including cooking and block-building.

The project met its objectives for demonstration of mathematics and problem-solving related skills and thinking skills.

- At least 90 percent of participating students will improve their knowledge of and attitudes toward their own and others' cultures, as measured by classroom instruments and teacher observations.

Project students celebrated various ethnic holidays throughout the year. Stories and poems from different cultures were integrated into the curriculum. Parents were present in the classroom on a regular basis and provided insight into different cultures. The project director reported that 100 percent of the students made progress in this area, and therefore the project met the objective.

Kindergarten

- At least 90 percent of students who have been in the program for two years will attain dual language proficiency.

OREA used the language checklist developed by the project to assess this objective. Dual language proficiency was defined as obtaining a score of 24 in both Chinese and English on the checklist at the kindergarten level. Thirty-six percent of project students were found to be dual language proficient according to this criterion. The project, therefore, did not meet its dual language objective. The criterion for dual language proficiency may have been unrealistic and should be re-examined.

- At least 90 percent of students who have been in the program for two years will demonstrate improved native and second language literacy.

This objective could not be measured this year since this was the first year that the checklist was used, and no other pretest assessment was available.

OREA will be able to assess this objective next year, since the checklist was administered to pre-kindergarten students and can be used as a pre-test for the 1992-93 analysis.

- Participating LEP students will show improvement on the English language version of the LAB greater than that of a non-project comparison group.

- Participating students will improve their English language skills as demonstrated by a significant increase in scores on the LAB as measured by a correlated *t*-test for significance between pre- and post-test scores converted into Normal Curve Equivalent (N.C.E.) units.

Eight kindergarten-level students took both the pre- and posttest of the LAB. There was a mean gain of 57 N.C.E.s, which was statistically significant ($t=9.74$, $p<.05$). The project met both its objectives for E.S.L.

Attendance

The International Academy for Bilingual Education and Bicultural Studies did not propose any objectives for attendance. Attendance rates were as follows: mainstream students 85 percent, project students 91 percent.

STAFF DEVELOPMENT OUTCOMES

- At least 80 percent of participating teachers and paraprofessionals will demonstrate an increased knowledge of project content and methodology, as measured by pre- and posttraining questionnaires.

- At least 80 percent of participating teachers and paraprofessionals will improve their ability to use project content and methodology in a bi-cultural, bi-lingual educational setting, as measured by pre- and post-questionnaires and by structured classroom observations by the Project Director and an independent evaluator.

According to the questionnaires developed and distributed by OREA, 100 percent of participating staff increased their knowledge of project content and methodology and improved their abilities in this area. The project met both staff development objectives.

NOTE: During the first year of the project (1990-91), objectives were proposed for staff development, but OREA could not evaluate them because the project did not supply data. The principal has since indicated that staff did increase their knowledge of content and improve their teaching methodology as a result of the pre-service training they received from the project. Based on this information, recently received by OREA, the 1990-91 objectives should be acknowledged as having been met by the project.

PARENTAL INVOLVEMENT OUTCOMES

- At least 60 percent of the parents of participating LEP and EP students will take part in three or more activities for parents, as measured by attendance records for parental involvement activities.
- An average of 60 percent of the parents of participating LEP and EP students will attend regular parents' meetings, as measured by the attendance records for each meeting.

Seventy-five percent of parents participated in activities such as holiday celebrations, home/school collaborations, and classroom breakfasts. Seventy-five percent of parents also attended meetings, such as those held by the P.T.A. and PAC, as well as classroom meetings. The project met both parental involvement objectives.

IV. CONCLUSIONS AND RECOMMENDATIONS

The International Academy for Bilingual Education and Bicultural Studies Program completed its second year at P.S. 1 in Manhattan. The project provided dual language instruction in Chinese and English using a whole language approach. The project met all its pre-kindergarten objectives: social and academic development, content areas, arts, health education and physical education, and multicultural awareness. The project met its kindergarten objectives for E.S.L., but failed to meet its objectives for dual language proficiency. The criterion used for dual language proficiency may have been unrealistic and should be re-examined. OREA could not evaluate the objective for improved native and second language literacy, since this was the first year that the checklist was used. Activities for staff were offered and well attended, and the project met its objective for staff development. Parents played an active role in their children's education by regularly attending meetings and participating in activities. The project met its objectives for parental involvement.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Reevaluate the definition of dual language proficiency, since the checklist criteria may not be appropriate.

APPENDIX A

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
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STAFF DEVELOPMENT QUESTIONNAIRE

1	0	2
1	2	3

Project: **International Academy for Bilingual Education and Bicultural Studies**

Directions: Please write "Y" for Yes, "N" for No in the boxes at the right.

1. As a result of participating in the workshops given during the 1991-92 school year, did you increase your knowledge of project content and methodology? ☐ 4

2. Did you improve your ability to use project content and methodology in a bicultural, bilingual educational setting? ☐ 5

THANK YOU.

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INTERNATIONAL ACADEMY
STUDENT CHECKLIST (PRE-K THROUGH 2)

CHILD'S NAME: _____ PRESENT CLASS: _____
DATE OF BIRTH: _____ YEARS IN PROGRAM: _____
NATIVE SPEAKER OF: _____ DATE OF CHECKLIST: _____

[SCORING : 2=OFTEN 1=NOT YET]

1. RECEPTIVE LANGUAGE	[CHINESE]	[ENGLISH]
FOLLOWS SIMPLE DIRECTIONS	02 01	02 01

SUBTOTAL: RECEPTIVE LANGUAGE (ENGLISH) = _____
SUBTOTAL: RECEPTIVE LANGUAGE (CHINESE) = _____

2. EXPRESSIVE LANGUAGE AND ARTICULATION	[ENGLISH]
SPEAKS CLEARLY	02 01
EXPRESSES THOUGHTS UNDERSTANDABLY	02 01
USES SIMPLE SENTENCES	02 01
ENGAGES IN CONVERSATION WITH ADULTS AND/OR PEERS	02 01
RETELLS SIMPLE STORY IN SEQUENCE	02 01
RELATES AN EXPERIENCE,EVENT, OR STORY IN OWN WORDS	02 01

SUBTOTAL: EXPRESSIVE LANGUAGE AND ARTICULATION (ENGLISH) = _____

3. COGNITIVE DEVELOPMENT & LANGUAGE SKILLS	[ENGLISH]
ASSOCIATES LETTERS OF THE ALPHABET WITH THEIR SOUNDS	02 01
RECOGNIZES INITIAL SOUNDS & LETTERS IN WORDS	02 01
RECOGNIZES FINAL SOUNDS & LETTERS IN WORDS	02 01
USES INVENTIVE SPELLING	02 01
RECOGNIZES LETTERS OF THE ALPHABET (UPPER CASE)	02 01
RECOGNIZES LETTERS OF THE ALPHABET (LOWER CASE)	02 01
WRITES UPPER CASE LETTERS	02 01
WRITES LOWER CASE LETTERS	02 01
USES CONVENTIONAL SPELLING	02 01
FINDS OWN TOPICS FOR WRITING	02 01
WRITES SIMPLE STORIES WITH MINIMAL ASSISTANCE FROM ADULTS	02 01

SUBTOTAL: COGNITIVE DEVELOPMENT & LANGUAGE SKILLS (ENGLISH) = _____

4. EXPRESSIVE LANGUAGE AND ARTICULATION	[CHINESE]
SPEAKS CLEARLY	02 01
EXPRESSES THOUGHTS UNDERSTANDABLY	02 01
USES SIMPLE SENTENCES	02 01
ENGAGES IN CONVERSATION WITH ADULTS AND/OR PEERS	02 01
RETELLS SIMPLE STORY IN SEQUENCE	02 01
RELATES AN EXPERIENCE,EVENT, OR STORY IN OWN WORDS	02 01

SUBTOTAL: EXPRESSIVE LANGUAGE AND ARTICULATION (CHINESE) = _____

5. COGNITIVE DEVELOPMENT & LANGUAGE SKILLS	[CHINESE]
WRITES BASIC STROKES	02 01
RECOGNIZES NUMERALS	02 01
WRITES NUMERALS ( )	02 01
RECOGNIZES SIMPLE CHARACTERS	02 01
WRITES SIMPLE CHARACTERS	02 01
RECOGNIZES COMPLEX CHARACTERS	02 01
WRITES COMPLEX CHARACTERS	02 01
WRITES PHRASES	02 01
WRITES SENTENCES	02 01
FINDS OWN TOPICS FOR WRITING	02 01
WRITES SIMPLE STORIES WITH MINIMAL ASSISTANCE FROM ADULTS	02 01

SUBTOTAL: COGNITIVE DEVELOPMENT & LANGUAGE SKILLS (CHINESE) = _____

CHECKLIST TOTALS:	ENGLISH	CHINESE
RECEPTIVE LANGUAGE	_____/	_____
EXPRESSIVE LANGUAGE AND ARTICULATION	_____/	_____
COGNITIVE DEVELOPMENT AND LANGUAGE SKILLS	_____/	_____
TOTALS:	_____/	_____

COMMENTS:

CHECKLIST COMPLETED BY _____

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APPENDIX B

Date Section Completed: 9/14/92

SECTION 2: DISTRICT AND SCHOOL INFORMATION

Directions for Section 2-a: District Information.

Section 2-a contains information on district demographics. The information requested in questions 1-4 is required by the Title VII legislation.

1. Number of all children enrolled in programs conducted by the LEA (i.e., total public school enrollment) [7021(c)(2)(A)]:
   Number of children: 19,739
   Date data collected: 10/21/91

2. Number of limited English proficient (LEP) children enrolled in public and private schools in the district [7021(c)(2)(C)(i)]:

	PUBLIC	PRIVATE
Number of LEP children	3,118	n/a
Date data collected	4/91	

3. Method used to determine the number of limited English proficient children enrolled in public and private schools [Leg. Soc. 7021(c)(2)(C)(ii)]:

   PUBLIC: LAB Testing

   PRIVATE: LAB Testing

4. The number of children who are receiving instruction through this Title VII project [7021(c)(2)(F)]:

   Limited English Proficient (LEP): PreK 11/1C 9
   Language Minority English Proficient (EP): PreK 5/1K 10
   English Language Background English Proficient (EP): PreK 2/K 3

The information requested in questions 5-9 is not required by the Title VII legislation but is recommended to provide an accurate picture of the project setting.

5. Number of schools in district: 29

6. Type of geographic area (check all that apply):

   Rural
   Suburban
   Urban

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7. Student racial/ethnic distribution in district (in percents):

Native Indian or Alaskan Native (e.g., Eskimo Aleut)	.2
Asian/Pacific Islander	23.3
Hispanic	38.0
Black, other than Hispanic	15.3
White, other than Hispanic	23.0
TOTAL	100%
Date Data Collected	

8. Percent of district K - 12 student population from low income families: 52.53

Date data collected: 10/92

Definition of low income (check all that apply):

School lunch program	✓
Aid to Families with Dependent Children (AFDC)	✓
Other	

9. Number of student attendance days in current school year: 182

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Date Section Completed: June 15,1992

SECTION 3: STUDENT SELECTION INFORMATION

Section 3 contains information regarding selection of Limited English Proficient (LEP) and English Proficient (EP) students for participation in this Title VII developmental program.

Requirements:

1. The Secretary reviews applications based, in part, on the extent to which the applicant has identified the needs of the LEP students to be served in the program, including the lack of proficiency of the LEP children in speaking, writing, and understanding the English language; and the degree of proficiency of the LEP children in their native language and in other courses or subjects of study [Reg. Sec. 501.31(a)(1)(i)-(ii)].

2. Reliability and objectivity of the method used to identify needs of the LEP students to be served in the program [Reg. Sec. 501.31(a)(2)].

Directions for Worksheet 3.1: LEP and EP Student Selection Procedures. Check the appropriate space(s) to indicate which assessment procedure(s) were used to determine selection into the Title VII developmental project for LEP and EP students. Only check selection criteria that are employed by your project.

Worksheet 3.1
LEP and EP Student Selection Procedures

Selection Procedures / Instruments	STUDENT CATEGORY	
	LEP	EP
a. Home Language Survey	X	X
b. English language proficiency		
(1) Oral		
(2) Reading		
(3) Writing		
c. Native (non-English) language proficiency		
(1) Oral		
(2) Reading		
(3) Writing		
d. Academic achievement in English in math, science or social studies		
e. Academic achievement in a non-English language in math, science or social studies		
f. Teacher recommendations	X	X
g. Parent recommendation	X	X
h. Other _____		

Worksh . 4.1
Staff Information

STAFF I.D.#	(1) POSITION	(2) FTE ON PROJECT	(3) PERCENT OF SALARY PAID BY TITLE VII	(4) PROFICIENCY IN STUDENT'S NATIVE (NON-ENGLISH) LANGUAGE	(5) PROFICIENCY IN ENGLISH	(6) YEARS OF TEACHING EXPERIENCE	(7) YEARS OF TEACHING EXPERIENCE WITH LEP STUDENTS
0100	T	1.0	ZR	NS	CP/TP	7-10 Years	7-10Years
0101	T	1.0	ZR	NS	CP/TP	2 years	2 Years
0102	P	1.0	100%	NP	CP/TP	4-6 years	4-6 years
0103	P	1.0	100%	NP	NS	4-6 years	4-6 years
0104	O	1.0	100%	NS	CP	NA	NA
0105	O	1.0	100%	CP/TP	NS	16 years	16 Years
0106	T	.2	ZR	NS	CP/TP	4-6 years	4-6 years
0107	T	.2	ZR	NS	TP	7-10 years	4-6 years
0108	T	.2	ZR	CP	NS	30 years	30 Years
0109	T	.2	ZR	NP	NS	11(plus) Years	11 (plus) years

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3. Note
In columns 1, 3, 4, and 5 place the appropriate letters from the preceding key.
In column 2, place the appropriate FTEs from the preceding key.
In columns 6-7, place the appropriate numbers from the preceding key.

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Worksheet 4.2

Staff Training

STAFF I.D.#	(8) PROFESSIONAL CERTIFICATION OR ENDORSEMENT	(9) ACADEMIC PREPARATION	HIGHEST FIELD OF STUDY (10) AA	(11) BA	(12) MA	(13) DOCTORATE OR OTHER PROFESSIONAL DEGREE	(14) TRAINING RELATED TO LANGUAGE-MINORITY EDUCATION, OR OTHER SPECIFY:	(15) NON-ACADEMIC EXPERIENCE RELATED TO LANGUAGE-MINORITY EDUCATION
0100	B	MA		36	35	-	college/wkshop/in-service	Travel
0101	T	BA		35	-	-	" " "	Tutor
0102	P	HS						
0103	P	HS						
0104	O	HS						
0105	O	MA		36	36	-	" " "	
0106	T	MA		22	40	-	" " "	Travel
0107	T	MA		39	35	-	" " "	Travel
0108	T	BA		9				Travel
0109	T	BA		35			" "	

Key

In columns 8 and 9, place the appropriate letters from the preceding key.
In columns 10-15, place the appropriate numbers from the preceding key.

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Directions for Worksheet 5.1: **Percent and Amount of Time in Native (Non-English) and English Instruction.** For each subject area you list, indicate both LEP and EP students, the number of students, percent of instruction through the native (non-English) language and through English and hours per week of instruction in that subject area.

Grade Level: Pre-K/Kindergarten

Worksheet 5.1
Percent and Amount of Time in Native (Non-English) and English Instruction

Subject Area		Number of Students	Percent Instruction		Hours Per Week
			Through Native Language	Through English	In Each Subject
Kindergarten	LEP	9	~~50%~~ "	~~50%~~ "	See attached schedule for classroom curriculum
	EP	13			
	LEP				
	EP				
Pre-K	LEP	11	50%	50%	"
	EP	7	"	"	
	LEP				
	EP				
	LEP				
	EP				

Subject areas included in inter-disciplinary umbrella (if applicable): _____

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New York, New York 10038

程序表
SCHEDULE

8:45 - 9:00	早餐	Breakfast
9:00 - 9:15	唱遊 故事	Group Time read a story/sing songs calendar/poems,etc.
9:15 - 10:00	活動教育 時間	Activity Time Housekeeping/Listening Center Table Manipulatives/Water Tab Painting/Blocks/Arts and Craf
10:00 - 10:15	小息	Clean Up/Wash up/Toilet
10:15 - 11:15	室外/室內 遊玩	Outdoor/Indoor Play
11:15 - 11:30	預備午餐	Wash and set up for lunch
11:30 - 12:15	午餐	Lunch Clean up/toilet
12:15 - 1:30	休息	Rest Time
1:30 - 2:30	活動教育 時間	Activity Time
2:30 - 2:45	小食	Snack Time
2:45 - 3:00	唱遊	Group Time (Prepare for dismissal)

KINDERGARTEN SCHEDULE

TIME	LANGUAGE USED	ACTIVITY
8:40-9:00	English/Chinese	Greeting/Group Time/Story Telling/Weather concepts/attendance/date/journals Children also learn directions for routines in both languages
9:00-9:30	English/Chinese	Math/Learning Centers Children learn to count and verbalize basic math concepts in both languages
9:30-10:15	English	Guided Reading
10:15-10:50	English/Chinese	Learning Centers Verbal instruction in both languages
10:50-11:00	English	Clean up-all instruction in English
11:00-11:30	English	Big Books/Read Aloud/Gym Science/Math
11:30-12:35		Lunch
12:35-1:00	English/Chinese	Silent Reading/Read Aloud/Music
1:00-1:40		Rest Time
1:40-2:00	Chinese	Story Telling/language Arts Writing/handwriting
2:00-2:15	Chinese/English	Social Studies
2:15-2:30		Snack
2:30-2:45	Chinese/English	Group Time/Show and Tell/Read Aloud. Children share and tell stories.
2:45-3:00	Chinese	Clean Up - all instruction in Chinese

*Music / Art Cluster Teachers are bilingual and plans with the classroom teacher to implement Chinese music, songs and art activities to meet the objectives of the program.

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Directions for Worksheet 5.4. Instructional Program Information for each subject area reported in Worksheet 5.1 or 5.2 and 5.3, describe pedagogical activities and materials. For those projects that used Worksheets 5.2 and 5.3 please describe instructional features and materials for all groups within each project grade level. However, report separate information for groups shown in Worksheet 5.2 and 5.3 only when activities and materials are different for each group. Be as brief as possible. Consult with lead teachers as necessary to complete this worksheet. Appendix B lists and defines a number instructional approaches. Projects may wish to draw upon these approaches in describing their own instructional activities, if applicable. Since not all possible instructional approaches are contained in this list, projects should list and define any other approaches being used.

Worksheet 5.4
Pedagogical Method & Techniques Information

Date: June 15, 1992

Grade Level: Pre-K/Kindergarten

Subject Area: _____

Instructional Group (if applicable): _____

Worksheet 5.4
Pedagogical Method & Techniques Information

STAFF I.D.#	PRIMARY PEDAGOGICAL METHOD USED	PRIMARY PEDAGOGICAL TECHNIQUE USED	Average Percent of School Day Spent on Bilingual Education: INDIVIDUAL PLANNING	PEER CONSULTATION	TEACHING	OTHER	TOTAL
0100		WHOLE LANGUAGE	45 min.	daily/on-going	100%		100%
0101			"	"	"		100%
0106			"	"	"		100%
0107			"	"	50%	50%	100%
			"	"			

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Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1991-92 Grade: Pre-K Language Proficiency Group (Circle One): (LEP) EP

(1) Student I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
249-376-328	12/17/87	API	Chinese	E	1 (PK)							Y	148	158
249-376-303	8/31/87	"	"	"	"							"	152	"
249-376-120	11/21/87	"	"	"	"							"	134	"
249-376-351	8/10/87	"	"	"	"							"	138	"
249-376-310	7/14/87	H	Spanish	"	"							"	145	"
249-376-294	5/15/87	API	Chinese	"	"							"	140	"
249-376-286	5/30/87	"	"	"	"							"	157	"
249-376-245	9/28/87	"	"	"	"							"	141	"
249-376-476	7/20/87	"	"	"	"							"	141	"
249-376-468	12/1/87	"	"	"	"							"	147	"
249-376-450	7/10/87	"	"	"	"							"	149	"
				T O T A L										

15/12

33

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1991-92 Grade: Pre-K Language Proficiency Group (Circle One): LEP (EP)

(1) Student I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained In Grade	(9) Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment In Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
249-376-344	1/22/87	API	English	E	1 (PK)							Y	153	158
249-376-336	8/27/87	API	English	E	1 (pK)							Y	154	"
249-376-278	7/10/87	API	English	"	"							"	134	"
249-376-252	7/2/87	B	"	"	"							"	143	"
249-376-260	12/17/87	H	"	"	"							"	143	"
249-376-138	12/27/87	API	"	"	"							"	144	"
249-377-607	2/9/87	"	"	"	"							No	80	86
				T O T A L										

95 1

40

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Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1991-92 Grade: Kindergarten Language Proficiency Group (Circle One): LEP (EP)

(1) Student I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
243-097-599	2/1/86	B	English	E	2 years								130	182
247-567-761	6/25/86	"	"	"	"								162	"
247-568-991	12/13/86	"	"	"	"								181	"
247-567-670	7/11/86	H	"	"	"								156	182
247-567-944	2/12/86	API	Chinese	"	"								178	"
247-567-571	4/11/86	"	"	"	"								174	"
247-567-720	6/17/86	H	Spanish	"	"								169	"
247-567-621	4/15/86	API/H	English	"	"								161	"
247-567-985	4/23/86	API	English	"	"								178	"
247-567-563	5/14/86	"	Tawanese	"	"								179	"
247-567-969	11/16/86	"	Chinese	"	"								170	"
					TOTAL								1838	

42

41

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1991-92 Grade: Kindergarten Language Proficiency Group (Circle One): (LEP) EP

(1) Student ID #	(2) Birth Date	(3) Racial/Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
247-568-322	12/3/86	API	Chinese	E	2 yrs.								171	182
~~247-568-892~~	~~9/26/86~~	"	"	"	"								~~T.O~~	~~182~~
247-567-886	7/28/86	H	Spanish	"	"								181	182
247-567-894	2/4/86	API	Chinese	"	"								180	"
247-567-902	12/3/86	"	"	"	"								180	"
247-077-961	5/1/86	"	"	"	1								179	"
247-567-704	8/21/86	"	"	"	2 yrs.								168	"
247-567-605	8/1/86	"	"	"	"								151	"
247-567-647	8/4/86	"	"	"	"								167	"
~~250-971-033~~	~~9/8/86~~	"	"	"	1							N	~~31~~	"
247-567-795	8/10/86	"	"	"	1								168	"
				TOTAL									1749	

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Worksheet 7.1

Pretest and Posttest Data Record - Project Group

GRADE: Kindergarten LANGUAGE PROFICIENCY GROUP (Circle One): (LEP) FEP NAME OF TEST: Language Assessment Battery

DISTRICT AREA: LANGUAGE OF TEST: English

(1)	(2)	(3)				(4)	(5)	(6)	(7)				(8)	(9)
STUDENT ID NUMBER	NUMBER OF YEARS IN PROJECT	PRETEST SCORE RAW	PRETEST SCORE SCALE*	PRETEST DATE TAKEN	PRETEST LEVEL/FORM	PRE-TESTED LATE	ESTIMATED PRETEST SCORE	ESTIMATED POSTTEST SCORE IF PRETESTED LATE	POSTTEST SCORE RAW	POSTTEST SCORE SCALE*	POSTTEST DATE TAKEN	POSTTEST LEVEL/FORM	POST-TESTED EARLY	ESTIMATED POSTEST SCORE
247-568-322	2	1		9/91	Level	I/Form B/Short Form								
247-568-892	2	1		9/91	"									
247-567-886	2	58		"	"									
247-567-894	2	34		"	"									
247-567-902	2	1		"	"									
245-077-961	1	2		"	"									
247-567-704	2	58		"	"									
247-567-605	2	58		"	"									
247-567-647	2	45		"	"									
247-567-795	1	1		"	"									
250-971-033	entered 4/6/92													

* Scale scores are given different names by different test publishers. These names include standard scores, expanded standard scores, Achievement Development Scales Scores, converted scores, and Growth Value Scores. All of them refer to specially constructed scales that span the various levels of a particular test and thus provide a vehicle for converting raw scores on various forms and levels of a test to a common score base or metric.

Worksheet 7.1

Pretest and Posttest Data Record - Project Group

Grade: Kindergarten LANGUAGE PROFICIENCY GROUP (Circle One): LEP (EP) NAME OF TEST: Language Assessment Battery

SCHOOL AREA: LANGUAGE OF TEST: English

(1)	(2)	(3) PRETEST SCORE				(4)	(5)	(6)	(7) POSTTEST SCORE				(8)	(9)
STUDENT ID NUMBER	NUMBER OF YEARS IN PROJECT	PCT	SCALE*	DATE TAKEN	LEVEL /FORM	PRE-TESTED LATE	ESTIMATED PRETEST SCORE	ESTIMATED POSTTEST SCORE IF PRETESED LATE	RAW	SCALE*	DATE TAKEN	LEVEL /FORM	POST-TESTED EARLY	ESTIMATED POSTEST SCORE
247-567-563	2	78		9/91	I/B	Short								
247-567-944	2	78		"	Level	I/Form B/	Short	Form						
247-568-991	2	Not Tested		"										
247-567-670	2	58		"										
243-097-599	1	Not Tested												
247-567-571	2	34		"										
247-567-761	1	Not Tested		"										
247-567-969	2	25		"										
247-567-720	2	Not Tested		"										
247-567-621	2	99		"										
247-567-985	2	58		"										

* Scale scores are given different names by different test publishers. These names include standard scores, expanded standard scores, Achievement Development Scales Scores converted scores, and Growth Value Scores. All of them refer to specially constructed scales that span the various levels of a particular test and thus provide a vehicle for converting raw scores on various forms and levels of a test to a common score base or metric.

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...to collect also the norm-referenced measures to evaluate correct student ... include writing samples, reading samples, emergent reading skills checklists, and criterion-referenced tests. If applicable to your project, please fill in the following information ...alternative measure you wish to report.

Column 1, enter student I.D. numbers. These will be the same as reported in Section 6.
Column 2, indicate the prescore the student received and the date the prescore was obtain... Please report prescores in whole numbers.
Column 3, do the same for postscores.

...ade Level: Pre-Kindergarten Language Group: English/Chinese
...bject Area:
...nd of Measure (i.e., reading sample, writing sample, criterion-referenced test): Language Checklist
...ills Assessed by this Measure: Proficiency of Language
...nd of Score Reported (i.e., percentile, number of objectives completed, raw score):
...nge of Scores: 0/0 to 36/36
...ore Indicating Mastery: 10/10 (Eng/Chin)

Worksheet 7.4
Qualitative Measures

1) STUDENT I.D. NUMBER	2) PRETEST SCORE	2) PRETEST DATE	3) POST TEST SCORE	3) POST TEST DATE
249-376-344			24/0	5/18
249-376-336			20/2	"
249-376-328			10/8	"
249-376-302			8/6	"
249-376-120			16/10	"
249-376-278			28/0	"
249-376-252			18/0	"
249-376-351			14/0	"
249-376-310			18/0	"
249-376-294			18/24	"
249-376-286			10/14	"
249-376-260			4/0	"
249-376-138			14/10	"

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...ple writing samples, reading samples, emergent reading skills checklist and criterion-referenced tests. If applicable to your project, please fill in the following information for the alternative measure you wish to report.

Column 1, enter student I.D. numbers. These will be the same as reported in Section 6.
Column 2, indicate the prescore the student received and the date the prescore was obtained. Please report prescores in whole numbers.
Column 3, do the same for postscores.

Grade Level: Pre K Language Group: English/Chinese
Project Area:
Kind of Measure (i.e. reading sample, writing sample, criterion-referenced test: ____
Skills Assessed by this Measure:
Kind of Score Reported (i.e., percentile, number of objectives completed, raw score):
Range of Scores: 0/0 - 36/36
Score Indicating Mastery: 10/10 Eng/Chinese

CONTINUED FOR PRE-KINDERGARTEN

Worksheet 7.4
Qualitative Measures

1) STUDENT I.D. NUMBER	2) PRETEST SCORE	2) PRETEST DATE	3) POST TEST SCORE	3) POST TEST DATE
249-376-245			6/10	5/18
249-377-607			12/10	"
249-376-476			10/10	"
249-376-468			6/8	"
249-376-450			6/10	"

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...e projects will use non-standardized measures to evaluate project students. Such measures ...clude writing samples, reading samples, emergent reading skills checklists, and criter... ...ferenced tests. If applicable to your project, please fill in the following information ... ...lternative measure you wish to report.

...olumn 1, enter student I.D. numbers. These will be the same as reported in Section 5.
...olumn 2, indicate the prescore the student received and the date the prescore was obtaine... Please report prescores in whole numbers.
...olumn 3, is the same for postscores.

...ade Level: Kindergarten Language Group: English/Chinese
...bject Area:
...nd of Measure (i.e., reading sample, writing sample, criterion-referenced test): Language Checklist
...kills Assessed by this Measure: Proficiency of language
...nd of Score Reported (i.e., percentile, number of objectives completed, raw score):
...nge of Scores: 0/0 to 36/36
...core Indicating Mastery: 24/24 (Eng/Chinese)

Worksheet 7.4
Qualitative Measures

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST ENG./CHIN. SCORE	(3) POST TEST DATE
247-568-322			26/24	5/18/92
247-567-563			26/30	"
247-568-892			26/24	"
247-567-944			30/26	"
247-567-991			30/10	"
247-567-886			24/8	"
247-567-894			30/24	"
247-567-670			28/10	"
247-567-902			28/26	"
247-567-795			30/24	"
243-097-599			12/10	"
247-567-571			30/20	"
245-077-961			22/24	"

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...e criterion-referenced measures to evaluate project students ... may ...
...place writing samples, reading samples, emergent reading skills checklists, and criter-
...ferenced tests. If applicable to your project, please fill in the following information
...alternative measure you wish to report.

...olumn 1, enter student I.D. numbers. These will be the same as reported in Section 6.
...olumn 2, indicate the prescore the student received and the date the prescore was obtain
Please report prescores in whole numbers.
...olumn 3, do the same for postscores.

...ade Level: Kindergarten Language Group: _____
...bject Area: _____
...nd of Measure (i.e. reading sample, writing sample, criterion-referenced test): _____
...ills Assessed by this Measure: _____
...nd of Score Reported (i.e., percentile, number of objectives completed, raw score): _____
...nge of Scores: _____
...ore Indicating Mastery: _____

Worksheet 7.4
Qualitative Measures

CONTINUED FOR KINDERGARTEN

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST SCORE	(3) POST TEST DATE
247-567-761			30/10	5/18
247-567-969			20/22	
247-567-704			30/20	"
247-567-720			30/14	"
247-567-605			30/20	"
247-567-647			28/24	"
247-567-621			30/18	"
247-567-985			30/18	"
247-971-033			26/20	"

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Worksheet I.3
Data Record - Former Project Students

Grade: _____ Language Proficiency Group (Circle One): LEP EP

Name of Test: _____

Subject Area: _____ Language of Test: _____

STUDENT I.D. NUMBER	NUMBER OF YEARS IN PROJECT	DATE EXITED PROJECT	POST PROJECT TEST 1 SCORE RAW	SCORE SCALE*	DATE TAKEN	LEVEL/ FORM	POST PROJECT TEST 2 SCORE RAW	SCORE SCALE*	DATE TAKEN	LEVEL/ FORM

* Scale scores are given different names by different test publishers. These names include standard scores, expand standard scores, Achievement Development Scale Scores, converted scores, and Growth-Value Scores. All of them refe to specially constructed scales that span the various levels of a particular test and thus provide a vehicle f converting raw scores on various forms and levels of a test to a common score base or metric.

NA

Staff Information Tables

Directions for Tables 4.1-4.13. Use Worksheet 4.1 -- Staff Information, found in the Data Collection Plan -- to fill in Tables 4.1 through 4.6. Use Worksheet 4.2 --- Staff Training, also found in the Data Collection Plan -- to fill in Tables 4.7 to 4.10. Use the teacher questionnaire found in Appendix A to fill in Tables 4.11 - 4.13.

For this section include the following staff only: Site administrators, all staff paid with Title VII funds, all teachers who work with Title VII students and staff other than teachers who work with Title VII students at least 50 percent of the time.

Directions for Table 4.1: Time on Title VII Project for Title VII Funded Staff. For each category of staff working with Title VII students (e.g., administrator, teacher), please indicate the total FTEs of staff whose salaries are funded by Title VII, and the actual number of such staff.

Paraprofessional Staff includes aides and tutors. "Other" refers to professional support staff including school psychologists, counselors, instructional specialists, community liaisons, computer technicians, material developers, and resource teachers.

Table 4.1
Time on Title VII Project For Title VII Funded Staff

Time Commitment and Number of Staff	Title VII Funded			
	Administrators	Teachers	Paraprofessional Staff	Other
1. FTEs			2.0	.70
2. Number of Staff			2	2

Please check staff listed in "Other" category.

___ Community Liaisons

___ Computer Technicians

___ Counselors

___ Instructional Specialists

___ Material developers

___ School psychologists

___ Resource teachers

✓ Other community liaison, staff developer

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Directions for Table 4.2: Time on Title VII Project for Non-Title VII Funded Staff. For each category of staff working with Title VII students (e.g. administrator, teacher), please indicate the total FTEs of staff whose salaries are not funded by Title VII and the actual number of such staff.

Paraprofessional Staff includes aides and tutors. "Other" refers to professional support staff such as school psychologists, counselors, instructional specialists, community liaisons, computer technicians, material developers, and resource teachers.

Table 4.2
Time on Title VII Project for Non-Title VII Funded Staff

Time Commitment and Number	Not Title VII Funded			
	Administrators	Teachers	Paraprofessional Staff	Other
1. FTE Staff		2.8		
2. Number of Staff		16		

Please check staff listed in "Other" category.

___ Community Liaisons

___ Computer Technicians

___ Counselors

___ Instructional Specialists

___ Material developers

___ School psychologists

___ Resource teachers

___ Other _____

Directions for Table 4.3: Percent of Salary Paid by Title VII Project. For each category of staff working with Title VII students (e.g., administrator, teacher) please indicate the number of staff paid by Title VII at different percentages of time.

Paraprofessional Staff includes aides and tutors. "Other" refers to professional support staff such as school psychologists, counselors, instructional specialists, community liaisons, computer technicians, material developers, and resource teachers.

Table 4.3
Percent of Salary Paid by Title VII Project

Percent of Salary Paid by Title VII	STAFF			
	Administrators	Teachers	Paraprofessional Staff	Other
1. Salary paid full time by Title VII	—	—	2	2
2. Salary paid at least half time but not full time by Title VII	—	—	—	—
3. Salary paid less than half time by Title VII Project but more than zero	—	—	—	—
4. Salary not paid at all by Title VII project	—	6	—	—

Please check staff listed in "Other" category.

___ Community Liaisons

___ Computer Technicians

___ Counselors

___ Instructional Specialists

___ Material developers

___ School psychologists

___ Resource teachers

✓ Other community liaison, staff developer

Directions for Table 4.4: Proficiency in Students' Native Language. For each category of staff working with Title VII students (e.g., administrators, teachers), indicate the number of staff with the following levels of proficiency in the native (non-English) languages of the students:

(1) Native Speakers

(2) No Proficiency: For non-native speakers, unable to speak, read, or write in student's native language;

(3) Communicative Proficiency: For non-native speakers, basic ability to communicate and interact socially in student's native language;

(4) Teaching Proficiency: For non-native speakers, ability to use LEP student's native language in teaching language arts or other academic subjects.

For each staff member indicate the highest level of proficiency only.

Table 4.4
Staff* Proficiency in Students' Native Language

Proficiency in Students' Native Language	Administrators	Teachers	Paraprofessional Staff	Other
1. Native Speaker	—	4	—	1
2. No Proficiency	—	1	2	—
3. Communicative Proficiency	—	1	—	—
4. Teaching Proficiency	—	—	—	1

* All staff working with Title VII students regardless of funding source.

Directions for Table 4.5: Proficiency in English. For each category of staff working with Title VII students (e.g., administrators, teachers), indicate the number of

(1) Native-English speakers.

Then indicate the number of non-native English speaking staff with the following levels of English proficiency:

(2) No Proficiency: Unable to speak, read, or write in English.

(3) Communicative Proficiency: Basic ability to communicate and interact socially in English.

(4) Teaching Proficiency: Able to use English in teaching language arts or other academic subjects.

For each staff member, indicate the highest level of proficiency only.

Table 4.5
Staff* Proficiency in English

Proficiency in English	Administrators	Teachers	Paraprofessional Staff	Other
1. Native English Speakers	—	2	1	1
Non-native English Speakers 2. No Proficiency	—	—	—	—
3. Communicative Proficiency	—	—	—	1
4. Teaching Proficiency	—	4	1	—

* All staff working with Title VII students regardless of funding source.

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Directions for Table 4.6: Years Teaching Experience. For teachers and aides in the Title VII project, indicate total years of teaching experience (not necessarily with LEP students). Of this total, indicate number of years of experience with LEP students.

Table 4.6
Staff' Years of Teaching Experience

Number of Years Teaching Experience	Number of Staff With General Teaching Experience		Number of Staff Having Taught LEP Students	
	Teachers	Aides	Teachers	Aides
1. 1 to 3 years	1	—	1	—
2. 4 to 6 years	1	2	2	2
3. 7 to 10 years	2	—	1	—
4. 11' years	2	—	2	—

' All staff working with Title VII students regardless of funding source.

Directions for Table 4.7: Professional Certification. Enter number of staff in the Title VII project with the following certificates or endorsements: paraprofessional, classroom teacher, administrative, bilingual, ESL, other. You may enter more than one certificate or endorsement for each staff member if he or she has multiple certificates/endorsements.

Table 4.7
Staff* Professional Certification

Certificate or Endorsement	Administrators	Teachers	Paraprofessional Staff	Other
1. Paraprofessional Certificate or Endorsement	—	—	2	—
2. Teaching Certificate or Endorsement (i.e. Elementary or Secondary)	—	5	—	—
3. Administrative Certificate or Endorsement	—	—	—	—
4. Bilingual Certificate or Endorsement	—	1	—	—
5. ESL Certificate or Endorsement	—	—	—	—
6. Other (Specify) Community liaison staff developer	—	—	—	—

* All staff working with Title VII students regardless of funding source.

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Directions for Table 4.8: Academic Preparation. For each category of staff working with Title VII students (e.g., administrators, teachers), indicate the number of staff with the following degrees: High School Diploma, Associate Degree, Bachelor's Degree, Master's Degree, Doctoral or Professional Degree. Report highest degree only for each staff member.

Table 4.8
Staff* Academic Preparation

Degree	Administrators	Teachers	Paraprofessional Staff	Other
1. High School Diploma	—	—	2	1
2. Associate Degree	—	—	—	—
3. Bachelor's Degree	—	3	—	—
4. Master's Degree	—	3	—	1
5. Doctoral or Professional Degree	—	—	—	—

* All staff working with Title VII students regardless of funding source.

Directions for Table 4.9: State or Local Certification of Endorsements. Place a check in the appropriate space if your state, district, or other lawful authority provides bilingual or ESL certificates or endorsements.

Table 4.9
State or Local Certification or Endorsements

	Certificate	Endorsement
1. Bilingual	✓	
2. ESL	✓	

Directions for Table 4.10: Staff Training. Enter number of staff in the Title VII project with the areas of training indicated.

Table 4.10
Staff* Training

Training / Experience	Administrators	Teachers	Paraprofessionals	Other
1. Instruction to be proficient in the native language of students	—	1	—	—
2. Instruction to be proficient in English (non-Native English speakers only)	—	2	—	—
3. Linguistics (e.g., Applied Linguistics, Sociolinguistics)	—	2	—	—
4. Cross-Cultural Communication or Cultural Awareness	—	4	—	1
5. Instructional Methodology or Curricula in Native Language of Students	—	3	—	1
6. Instructional Methodology or Curricula in English	—	4	—	1
7. Educational Assessment	1	4	—	—
8. Education Research Design and Methods (including Program Evaluation)	1	2	—	—
9. Other Training	—	16	2	2
10. Peace Corps	—	—	—	—
11. Travel	—	4	—	—
12. Other Experience	—	1	—	—

* All staff working with Title VII students regardless of funding source.

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Directions for Table 4.11: Ability to use Training in Classroom by Type of Training. Under number of staff, indicate total number of staff with training in each of the three types listed: College coursework, inservice workshops and other. Then for each category, enter number of staff at each ability level.

The information required to complete Tables 4.11-4.13 can be found in the Staff Questionnaire.

Table 4.11
Ability to Use Training in Classroom by Types of Training

Type of Training	Number of Staff	Ability to Use Training in Classrooms			
		0	1	2	3
College Coursework	6				
Inservice Workshops	6				
Other	—				

Directions for Table 4.12: Ability to use Training in Classroom by Area of Training. Under number of staff, indicate total number of staff with training in each of the areas listed. Then for each area of training, enter number of staff at each ability level.

Table 4.12
Ability to Use Training in Classroom by Areas of Training

Area of Training	Number of Staff	Ability to Use Training in Classrooms			
		0	1	2	3
1. Instruction to be proficient in the native language of students	1	—	—	3	2
2. Instruction to be proficient in English (non-Native English speakers only)	2	—	1	1	—
3. Linguistics (e.g., Applied Linguistics, Sociolinguistics)	2	—	1	1	—
4. Cross-Cultural Communication or Cultural Awareness	5	—	—	1	4
5. Instructional Methodology or Curricula in Native Language of Students	4	—	—	3	2
6. Instructional Methodology or Curricula in English	5	—	—	2	3
7. Educational Assessment	5	—	1	1	2
8. Education Research Design and Methods (including Program Evaluation)	3	—	1	1	1
9. Other	—	—	—	—	—

Directions for Table 4.13: Type of Training by Area of Training. Under number of staff, indicate total number of staff with training in each of the areas listed. Then for each area of training, enter number of staff with each type of training.

Table 4.13
Type of Training by Area of Training

Area of Training	Number of Staff	Type of Training		
		College Coursework	Inservice Workshop	Other
1. Instruction to be proficient in the native language of students	1	1	1	—
2. Instruction to be proficient in English (non-Native English speakers only)	2	2	—	—
3. Linguistics (e.g., Applied Linguistics, Sociolinguistics)	2	2	—	—
4. Cross-Cultural Communication or Cultural Awareness	5	5	4	—
5. Instructional Methodology or Curricula in Native Language of Students	4	5	1	—
6. Instructional Methodology or Curricula in English	5	4	4	—
7. Educational Assessment	5	4	1	—
8. Education Research Design and Methods (including Program Evaluation)	3	2	2	—
9. Other	—	—	—	—

Section 6: Student Information and Non-Test Data

Student Information Tables

Directions for Tables 6.1 - 6.4. Use Worksheet 6.1, Student Information and Non-Test Data to fill in these tables.

Directions for Table 6.1: Number of Title VII Students by Language Proficiency Level and Grade. For each grade level represented in the Title VII project, list the number of Limited-English-Proficient students, the number of English proficient students, and the total number of students. Sum across schools as necessary to compile the information for each grade.

Table 6.1
Number of Title VII Students by Language Proficiency Level and Grade

Grade	Proficiency		Total Students
	Limited English Proficient	English Proficient	
Pre K	11	5	16
Kindergarten	9	10	19

Directions for Table 6.2: Number of Title VII Students Eligible for Free Lunch by Grade. For each grade level represented in the project, list the total number of limited English Proficient students and English proficient students who are eligible for free lunch. In the last column indicate the total number of students eligible for free lunch. Sum across schools as necessary to compile the information for each grade.

Table 6.2
Number of Title VII Students Eligible for Free Lunch by Grade

Grade	Proficiency		Total Students
	Limited English Proficient	English Proficient	
Pre-K	11	7	18
K	11	11	22

Directions for Table 6.3: Number of Title VII Students by Language Proficiency Level and Language Group. For each language group represented in the project (besides English Language Background Students) list the number of Limited-English Proficient students, the number of English proficient students and the total number of students. Sum across project grades and schools as necessary to compile the information for each language group.

Table 6.3
Number of Title VII Students by Language Proficiency Level and Language Group

Language Group	Proficiency		Total Students
	Limited English Proficient	English Proficient	
Chinese	20	3	23

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Directions for Table 6.4: Non-Test Data Summary for Project Students. Use Worksheet 6.1 to complete this table.

The column numbers for the table correspond to the column numbers on the data worksheet. Transfer total numbers from Worksheet 6.1.

To calculate a column total, sum the numbers in each column. To calculate a column average, divide the column total by the total number of project students. Multiplying the averages by 100 will give a percent.

Table 6.4: Non-Test Data Summary on Project Students

GRADE	Number Of Students Currently In Project	(7) Left Project	(8) Retained in Grade	(9) Number Of Dropouts	Number Referred And Placed In		(12) Number Enrolled in Postsecondary Education	(13) Number Participating at least 100 days	(14) Total Number of Days Attended	(15) Total Number of Days Enrolled
					(10) Special Education	(11) Gifted or Talented				
Pre K	18	—	—	—	—	—	—	17	2543	2772
K	22	—	—	—	—	—	—	21	3587	4004
Project Total:	40	—	—	—	—	—	—	38	6130	6776
Project Average:	XXXXXXXXX									

Date: _____

N/A

Directions for Table 6.5: Non-Test Data Summary for Comparison Students. Use worksheet 6.2 in the Data Collection Plan to fill in this table.

This table is recommended for comparison group students. The composition of the comparison group will differ depending on which analysis you have selected.

The column numbers for the tables correspond to the column numbers on the data worksheets. Transfer total numbers from the Non-Test Data Worksheet.

To calculate a column total, sum the numbers in each column. To calculate a column average, divide the column total by the total number of project students. Multiplying the averages by 100 will give a percent.

Table 6.5: Non-Test Data Summary for Comparison Students

GRADE	Students Currently In Comparison Group	(7) Attended School Prior to Entry into Project	(8) Retained in Grade	(9) Number Of Dropouts	Number Referred And Placed In		(12) Number Enrolled in Postsecondary Education	(13) Number Participating At Least 100 Days	(14) Total Number of Days Attended	(15) Total Number of Days Enrolle
					(10) Special Education	(11) Gifted or Talented				
Comparison Total:										
Comparison Average:	XXXXXXXXXX									

Date: _____

N/A

GAP REDUCTION DESIGN

Table III-4
Non-Test Gap Reduction Data Summary by Grade

Grade: _____

MEASURE	PRE GAP	POST GAP	AMOUNT GAP REDUCTION	PERCENT GAP REDUCTION
1. Grade Retention				
2. Dropout Rate				
3. Referral to and Placement in Special Education Programs				
4. Referral to and Placement in Gifted and Talented Programs				
5. Enrollment in Post-Secondary Institutions				
6. Attendance				
7. Other _____				

Table III-5
Non-Test Gap Reduction Data Summary by Project

MEASURE	PRE GAP	POST GAP	AMOUNT GAP REDUCTION	PERCENT GAP REDUCTION
1. Grade Retention				
2. Dropout Rate				
3. Referral to and Placement in Special Education Programs				
4. Referral to and Placement in Gifted and Talented Programs				
5. Enrollment in Post-Secondary Institutions				
6. Attendance				
7. Other _____				

N/A

GAP REDUCTION DESIGN

Table III-6

Gap Reduction Analysis Test Summary by Grade

(1)	PROJECT (2)			(3)	COMPARISON (4)			(5)	(6)
	PRE		POST		PRE		POST		
GRADE	M_____*	SD**	M_____*	SD	MEAN	SD	MEAN	SD	GAP REDUCTION

* Enter Mean or Median, depending on which value is used.

** SD = Standard Deviation. The Project Group's SD is not entered if the Median is used for the Project Group.

Section 7: Test Data

Student Information Tables

Directions for Tables 7.1 and 7.2. Number of Limited English Proficient and English Proficient Title VII Students by Years in Project and Grade. For each grade level represented in the Title VII project, list the number of students who have spent one year in the project, the number of students who have spent two years in the project, etc. In the last column enter the total number of students at each grade level. Sum across schools as necessary to compile the information for each grade.

Table 7.1
Number of Limited English Proficient Title VII Students by Years in Project and Grade

Grade	Years In Project						Total Students
	1	2	3	4	5	5+	
Pre-K	11	—	—	—	—	—	11
K	3	8	—	—	—	—	11

Table 7.2
Number of English Proficient Title VII Students by Years in Project and Grade

Grade	Years In Project						Total Students
	1	2	3	4	5	5+	
Pre-K	7	—	—	—	—	—	7
K	—	11	—	—	—	—	11

Date Section Completed: June 15, 1992

SECTION 1: PROJECT IDENTIFICATION DATA

Section 1 contains descriptive information on this project. Please complete items 1-9.

1. Grant number: T003C0032

2. Type of project (check one):

Transitional Bilingual Education	
Special Alternative	
Developmental	X
Special Populations	

3. Years of project under this Title VII grant: 1 (2) 3 4 5

4. Name of project: INTERNATIONAL ACADEMY OF BILINGUAL AND BICULTURAL STUDIES

5. School district: COMMUNITY SCHOOL DISTRICT #2

   Address: 330 West 18th Street NYC 10011

   P.S. 1

   8 Henry Street NYC 10038

6. [redacted]: Ms. Marguerite Straus (Principal)

7. Phone number: (212) 267-4133

8. Title VII grant award to nearest dollar amount in current fiscal year:

   $160,071.00

9. Amount of Title VII support expended for evaluation in current fiscal year:

   $2,000.

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